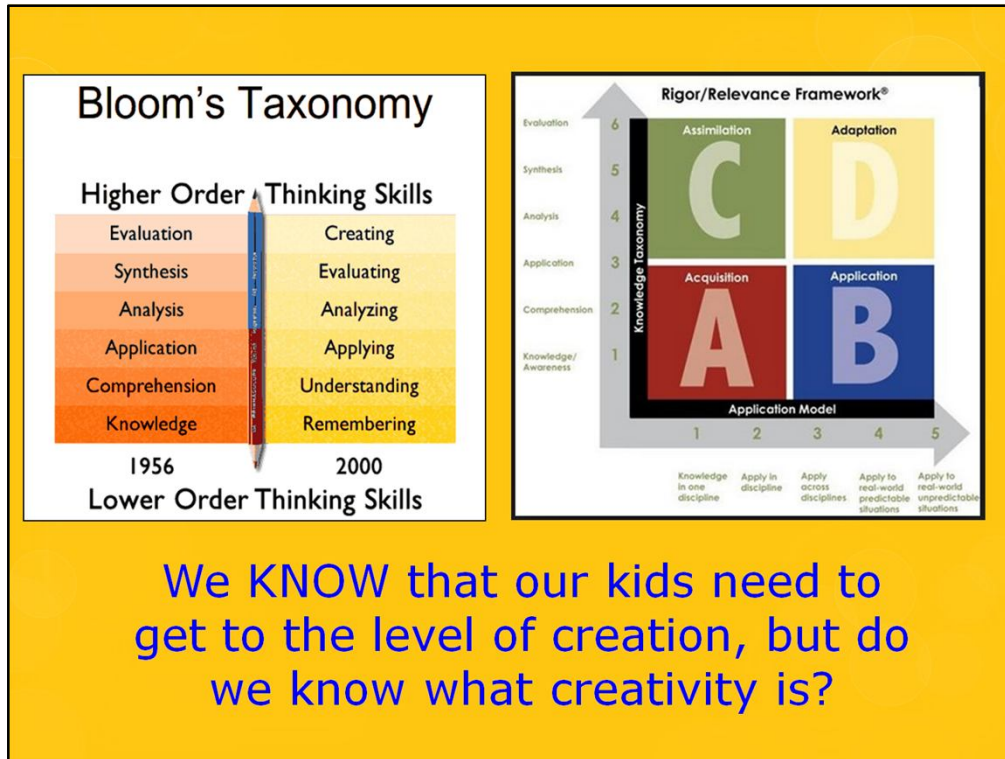




Presentation based on "The Creation Myth: Creating a Tech-Based Project is Not Enough"
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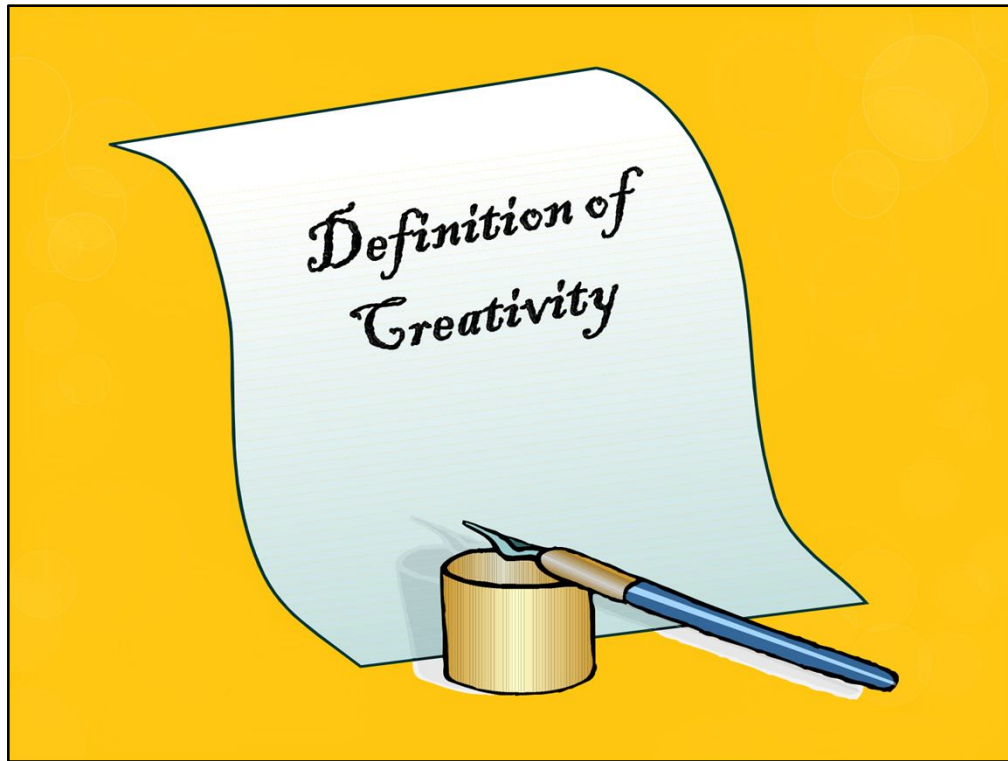
We have seen Bloom's Taxonomy countless times and know that are students should be creating...

We have studied the Rigor and Relevance Framework and know that at some point our kids have to get to Quad D in order to adapt to unpredictable scenarios...but do we know what creativity ACTUALLY is?

DISCUSSION:
**ARE THE FOLLOWING ASSIGNMENTS
CREATION? WHY OR NOT?**

- A student creates an animation of blood flow through the heart.
- A student writes an opinion piece in her blog arguing that stem cell research should be subsidized through public funding.
- Students collaborate to make an informational wiki about World War II.

Brief discussion of each...



Discussion– what do you think –come up with a group definition...

Example Project: Student Presentation on World Religions

Students present to the class on various world religions:

- the central beliefs and practices of the religion
- where the religion is currently practiced
- the origin and history of the religion



Exposure to facts
Level 1

Mention that this does meet the Speaking and Listening Standards of Common Core that we will be exploring this year. However, it doesn't go further into the analysis of the information. So we can still have them present, but we can have them go deeper.

Project Re-boot: Student Presentation on Significant Religious Figure

- After a period of research, the student presents to the class
 1. Who is ____ the religious figure (i.e. the Dalai Lama)_____?
 2. What role has ____the religion (i.e. Buddhism) ____ played in his life? His choices?



Move from knowledge to more analysis

Even though 2nd step is analysis (role rel played in life)—still googable ques
To get to full creation level need to come up w/question that cannot be googled

Project Fully Loaded: Group Analysis and Creation



Go one step further

Put in groups and let them wrestle with question

How would his life be different if he/she were diff religion?

How would the world be different?

Now they have the background to synthesize their understanding and analysis in order to predict and essentially create an alternative narrative of these figures.



The goal of creation is to create un-google-able tasks.

While they can technically create presentations and projects in a variety of mediums (and that is valuable)...Once we want to take it to that upper-level of Bloom's or that Quad-D experience, it is more important that they are asked to create the content.

This may already make some anxious due to the level of subjectivity. But the presentation is still importantly grounded in the content of the course. We will also share with you an example of the rubric created for this course (Google doc).

We want to give you examples of this type of Un-Google-able activity in different disciplines, but first we want to review the different levels of creation that we saw in the World Religion assignment, so that you might think about projects you already have in your curriculum and how you can re-boot student work to fully loaded creativity.



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Different Types of Assignments

- Kids as Deciders
- What-If Scenarios
- Predictive
- Problem Solving
- Analogies/Metaphors
- Piecing Together/Induction

As we go over these different assignment types, we will give an example of each in a specific discipline. We will provide everyone a list of these and other assignment prompts organized by subject (Google doc).

1) Decision prompts ask learners to decide between two or more pre-determined options. There is no clear right choice. This type of prompt is inspired by the Kids as Deciders presentation by Bernie Dodge given at CUE and NECC 2008. In order to respond to this type of prompt, learners would first have to decide on what the relevant criteria are for making a decision and then research how each of the alternatives measure up on that criteria.

2) These types of prompts ask students to consider an alternate reality. The world is full of key points, events, people, and decisions in which had things gone differently the world would be different. These scenarios ask students to consider, "What if it didn't happen this way...?" In order to be able to respond to this prompt, students must understand the current reality in a deep and meaningful way. If they are asked how the world would be different if a particular person didn't exist, then they have to have a deep understanding of that person's impact on the world. If they are asked how the world would be different if a particular physical law behaved differently, they have to understand the impact that law has on reality in order to adequately respond to the question.

3) Predictive prompts are similar to what-if scenarios but rather than proposing an alternate reality, they predict an unknown reality. These are the types of prompts that we use to make decisions everyday. For example, when we decide who to vote for in an

election, we are deciding that based on our understanding of how the world will be different based on that decision using any relevant information that is available currently.

4) Problem-solving prompts ask the learner to design a solution to a problem, especially one for which there is no adequate solution already. Students must design/construct a solution to that problem. This type of prompt is a natural fit for science and engineering, but it can work well in other content areas as well.

5) For this type of prompts students are asked to create an effective analogy, metaphor, etc. for a concept, process, or skill. In order to complete this task effectively, students will have to understand the relevant features and characteristics of the concept, process, or skill in order to find an adequate analogy. This type of prompt works well for virtually any content area.

6) In this type of prompt, learners are given a limited number of raw clues and are asked to develop a theory. Essentially this is what is done in textual and historical analysis, but it can be used in virtually any content area.